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ABSTRACT

This annual report is designed to assess the efforts of Tennessee's State Board of Education and Higher Education Commission, to provide an overview of the challenges and prospects for public education in Tennessee, and to present a statement on educational plans and goals for the future. The report outlines 15 improvement initiatives for elementary, secondary, higher education. It then reports on progress on 26 specific educational objectives, such as general educational development (GED) enrollment/completion, college enrollment, persistence-to-graduation, degrees awarded, African-American college enrollment, high school dropout rates, retention rates, standardized test scores, and adult literacy. Five goals are identified as central to continued progress in educational improvement: (1) adequate funding of elementary, secondary, and higher education; (2) the implementation of a statewide technology network; (3) increased use of state of-the-art technology; (4) increased levels of preschool education for at-risk children; and (5) increased levels of university research. Seven appendixes provide information on the report requirements, state high school graduation requirements, high school course requirements for college admission, the Master Plan for Tennessee Schools, performance goals and standards for school systems, Tennessee Challenge 2000 goals, and the Master Plan for Higher Education. (MDM)

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ED 375 748

WORKING TOGETHER FOR EXCELLENCE

The Annual Joint Report on Preschool Through Graduate Education in Tennessee

The Tennessee State Board of Education
and
The Tennessee Higher Education Commission

March 18, 1994

HE 027 943

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INTRODUCTION

This annual joint report provides an opportunity for the State Board of Education and the Higher Education Commission to assess their joint efforts, provide an overview of the challenges and prospects for public education, and present a statement on their improvements, plans, and goals for the future.

As Tennessee works toward accomplishing its education goals for the 21st century, a focus on excellence and the transition of students at all education levels is critical. The 1994 annual joint report, *Working Together for Excellence*, details how at each level - from preschool through graduate school - Tennessee's education system works to improve teaching and learning. The report describes the cooperative climate at all levels, and focuses on the improvement strategies and initiatives underway.

Tennessee has long enjoyed cooperative relationships among all levels of its education community. The relationships were strengthened by the passage of the Comprehensive Education Reform Act of 1984 and further enhanced by the Education Improvement Act (EIA) of 1991. The cooperative attitude and the concern for excellence and the effective transition of students is evident in this paragraph from the state's 1990 master plan for higher education, *Higher Education Serving Tennessee*:

> *"The relationship between K-12 and higher education is a mutually dependent continuum. Success at any one level of education depends on good performance at all levels and lack of success at any level will defeat success at other levels. Higher education has a responsibility to serve and support K-12 as its partner in improving all of education."*

Over the next several years, Tennessee must transform its educational system to support a changing economy, improve the quality of life, and meet the aspirations of its citizens. The Board and the Commission affirm their resolve to meet these challenges and provide the necessary policy leadership to attain the goals of the respective Master Plans for public schools and higher education institutions. The Board and Commission stand ready to support the Governor and the General Assembly in their efforts to sustain quality education for every Tennessean.

IMPROVEMENT INITIATIVES OF K-12 AND HIGHER EDUCATION

The publication of the national report *An American Imperative: Higher Expectations for Higher Education* comes some ten years after the release of the widely known *A Nation at Risk* which spurred much of the K-12 school reform efforts of the past decade. The new higher education report primarily focuses on recommended restructuring in colleges and universities. The report sets forth expectations and objectives which reflect many of the important education improvement initiatives already underway in Tennessee. The three central objectives set forth in the national higher education reform report are:

- Increased attention to the importance of values by upholding a set of civic virtues,
- Higher emphasis on the quality of undergraduate education as a defined mission of institutions along with higher academic standards, student centered curricula and support services, and rigorous assessments, and
- The participation of higher education in the simultaneous renewal of both higher and pre-collegiate education by working with K-12 schools to develop performance standards at all levels of education, establish clear entry and exit standards for higher education, and to examine the implications and national education goals for current college admissions practices.

While the new report is clearly aimed at reforming higher education in America, there is also a clear signal to our nation's elementary and secondary schools. Students who enter our nation's colleges and universities graduate first from our elementary and secondary schools. The level of academic achievement in K-12 schools has a dramatic affect on postsecondary admissions practices. The ability of higher education institutions to produce successful, effective graduates capable of conducting professional and technical work, committed to carrying out personal citizenship responsibilities, and able to meet the demands of a highly competitive, international economy rests in large measure with the basic educational experience of students in K-12 schools. The report calls for a renewed collaboration between higher education and K-12 to solve problems which neither can address by themselves.

While the report serves as a call to those concerned with America's educational system to change our way of thinking about learning, it is reassuring to note that Tennessee has already begun to address many of the issues raised in the report. This section of the annual joint report briefly outlines a number of efforts already underway to improve transition within Tennessee's education system and to reaffirm our focus on excellence at all levels of education within the state.

K-12 Improvement Initiatives:

Basic Education Program Funding Formula

The State Board of Education developed the Basic Education Program (BEP) funding formula. The BEP provides adequate and equitable funding for K-12 schools. This formula describes the essential elements necessary for schools to provide a basic instructional program for all students. The BEP formula is reviewed annually by the Board for revisions which may be required to keep the components and cost calculations current.

Performance Goals

In accordance with the Education Improvement Act (EIA), the Board established performance goals for all school systems in Tennessee. The goals include measurement of academic gain, school promotion rates, proficiency of students in language arts and mathematics, high school dropout rate, and school attendance rates. A full description of the performance goals is contained in Appendix E.

Technology Plan

The EIA and the Board's *Master Plan for Tennessee Schools* call for the establishment of a statewide technology network capable of linking schools, classrooms, and the state together to improve the exchange of information. By 1995 the Tennessee Education Network (TEN) will be in place and operational in every school; 21st century classrooms will be established in all schools by the turn of the century.

The High School Policy

The Board adopted this far reaching policy in September 1993. The policy restructures high school programs under a two-path system (technical and university) and increases graduation requirements.

Graduation requirements include a core curriculum of 14 units including 4 units of English; 3 units of science, mathematics, and social studies; and 1 unit of wellness. All students will take the core curriculum. Faculty and school administrators will emphasize active teaching and learning practices including interdisciplinary team teaching, cooperative learning, and hands-on experiences.

Mathematics Policy

In July 1992, the Board adopted a new *Mathematics Policy* for grades K-12. The policy focuses on mathematics instruction at the middle grades and high school level. High school students must now complete a minimum of three units of mathematics including algebra I or math for technology II or the equivalent. The adoption of the *Mathematics Policy* served as a basis for developing the new *High School Policy*.

Early Childhood Education Policy

In November 1991, the Board adopted an *Early Childhood Education and Parent Involvement Policy*. This policy serves as a basis for improving early childhood education programs in schools and communities across the state. The new policy ensures that any new efforts to serve prekindergarten age children are well organized and delivered with a focus on family involvement, comprehensive services, and appropriate developmental needs of young children.

School Leadership Policies

The Board recently adopted two policies affecting the preparation and professional development of school leaders - *Policy for the Principal in Tennessee Schools* (November 1991) and *Policy for the Supervisor of Instruction in Tennessee School Systems* (November 1993). Both policies establish new standards for the preparation, licensure, and employment of school administrators. In addition, the processes for induction of qualified candidates into school leadership positions and continuing professional development have been strengthened.

Teacher Education and Professional Development

In January 1988, the Board adopted the new *Teacher Education Policy*. The policy was endorsed by the Tennessee Higher Education Commission and the State Certification Commission. The policy calls for an eight-year phase-in of new standards and guidelines for the preparation and licensure of teachers. In November 1991, the Board adopted a new *Policy for Professional Development in Tennessee Schools*. The policy addresses the staff development needs of teachers and administrators currently employed in Tennessee schools and calls for activities to be focused at individual schools. Both policies require the development of new partnerships between higher education and school systems in developing and delivering preparation programs, induction experiences, and the on-going development of teachers and other personnel of public schools.

Higher Education Improvement Initiatives:

Academic Funding Formula

Soon after its creation in the 1967, the Tennessee Higher Education Commission (THEC) developed a funding formula for public higher education in Tennessee. This general formula, called the appropriations formula for academic formula units, is used to determine specific funding needs to provide a basis for determining the annual appropriations recommended to the Governor and the General Assembly. As a result of requests from the General Assembly and the Governor efforts are underway to update the basic formula.

Performance Funding

A unique and innovative feature of the Commission's higher education funding formula is the performance funding mechanism created by the Commission. Performance funding provides a specific financial incentive (up to 5.45% of appropriations) for each higher education institution to continue making improvements in instructional quality. Institutions are rewarded for improvement in such things as the national accreditation of instructional programs, higher performance by graduates on standardized test measures, and progress towards mission specific goals.

Remedial and Developmental Education

The transition from high school to postsecondary education is an area of continuing concern. Like other states, Tennessee has a large percentage of students requiring remedial and developmental education at the postsecondary level. As part of the state's goal to increase the number of college graduates, Tennessee's higher education institutions have maintained programs to assist students in the basic skills area of mathematics and language arts. While such services may continue to be required for older adults returning to school, continuing efforts are being made by higher education institutions and K-12 schools to develop the necessary support programs and services to see that the majority of high school students are fully qualify to enter college and university programs.

Technical Preparation Program

The "tech prep" program is a nationwide effort to improve preparation of the work force through cooperation between high school vocational programs and postsecondary technical programs. Tennessee's "tech prep" program has completed two years of its three-year development plan. Statewide coordination ensures equal tech-prep access for high school students throughout Tennessee. Tennessee's "tech prep" program has 14 regional consortia. In each a two-year college coordinates the programs with high schools, colleges, area vocational/technical schools,

business, and area industry. A full report on "tech prep" program development was included in the 1993 annual joint report, *Putting Partnerships to Work*.

Teacher Preparation Programs

Tennessee's higher education institutions have responded to the teacher education and licensure policy decisions of the State Board of Education. The responsibility for meeting teacher licensure requirements has increasingly shifted to higher education institutions. New, higher standards have been set and preparation programs are now approved through new rigorous state procedures which include the use of the National Council of Association of Teacher Education accreditation standards. The end result of these changes has been a virtual reinvention of teacher preparation programs in Tennessee. Programs now focus on quality and performance of teacher candidates in real teaching situations rather than completion a standard set of coursework. New partnerships between local school systems and higher education have formed to facilitate the preparation programs and support the new induction experiences for beginning teachers.

Research and Development

In 1984 Tennessee made a commitment to establish centers of excellence and chairs of excellence at each of the state's public four-year universities. Later, centers of emphasis were established at public two-year colleges and technical institutes. These efforts provide an effective way higher education institutions to work with the state, business, industry, schools and each other to contribute to the development and delivery of high quality services, products, and instructional programs. These research and development efforts contribute to the continuing improvement of Tennessee's standard of living and quality of life.

Private Trade School Regulations

The Commission, working under the new federal requirements for student grant and loan programs, has completely revised the rules and regulations which govern the licensure of private trade schools operating in Tennessee. During the past two years the Commission has set standards and reviewed applications for licensure based on the general categories of student progression, job placement rates, financial stability, and status of any student complaints or pending litigation.

OUR PROGRESS

In 1991 the State Board of Education and the Tennessee Higher Education Commission identified 26 objectives for the state's education system which were critical to the future of all Tennesseans. This section provides data measuring the progress for each objective. In some areas we have made significant progress; in some areas we have not done as well. Overall, the facts confirm that the education system has performed in a manner which should instill pride in all Tennesseans.

1. A 25% increase in those who receive GED credentials.

GED Enrollment/Completion
(1989-1993)

	1989	1990	1991	1992	1993
GED Test Takers	15,316	16,360	18,757	19,443	18,977
Completed GED	9,093	9,953	11,759	11,697	11,380
% Completing GED	59.4	60.8	62.7	60.2	60.0

2. Increase the number of public high school graduates who go on to public postsecondary education in Tennessee.

Enrollment of Public High School Graduates in Tennessee Public Higher Education Institutions
(1991-1993)

	1991	1992	1993
High School Graduates	42,515	42,678	42,003
First-time Freshmen	17,231	17,507	17,413
% of High School Graduates	40.5	41.0	41.5

3. Increase the graduation rate of full-time degree-seeking college students at public higher education institutions.

Persistence to Graduation:
Full-Time Degree Seeking Students
(1991-1993)

43.1% of first-time, full-time freshmen in 1985 graduated by 1991
42.9% of first-time, full-time freshmen in 1986 graduated by 1992
43.3% of first-time, full-time freshmen in 1987 graduated by 1993

4. Improve participation in postsecondary education from all geographic areas of the state.

Number of Degrees (Certificate through Doctorate)
Awarded at Public Higher Education Institutions
By Geographic Permanent Address of Candidate
(1990-93)

	1989-90	1990-91	1991-92	1992-93
West Tennessee	4,743	4,904	5,421	5,639
Middle Tennessee	5,573	5,831	5,972	6,415
East Tennessee	5,929	6,252	6,902	7,479
Upper East Tennessee	1,799	1,785	1,947	2,218

5. Increase the enrollment rate of African-American students at Tennessee public higher education institutions.

African-American Enrollment in Public Higher Education
(1991-1993)

	Students	% of Total Enrollment
Fall 1991	24,280	14.6
Fall 1992	25,936	15.2
Fall 1993	26,498	15.5

6. Increase the number of high school students enrolled in algebra, geometry and advanced mathematics.

High School Enrollment in Mathematics Courses
(1986-1993)

	1985-86	1989-90	1990-91	1991-92	1992-93
Algebra I	49,300	48,800	49,050	50,900	49,250
Algebra II	24,300	29,850	31,250	30,800	31,900
Geometry	28,750	31,800	32,000	32,900	34,500
Advanced Mathematics	11,400	13,850	14,950	16,100	15,650

7. A dropout rate of no more than 10% for grades 9-12.

Ninth Grade Students Dropping Out Before the End of Twelfth Grade
(1991-93)

	4-Year Rate (%)
1990-91	23.0
1991-92	20.4
1992-93	17.9

8. Decrease the percentage of recent high school graduates needing remedial courses at the public postsecondary education level.

First-time Freshman (age 20 and under)
Requiring Remedial/Developmental Courses
(1990-1993)

Term	Percent
Fall 1990	47.1
Fall 1991	50.8
Fall 1992	49.7
Fall 1993	47.9

9. Increase enrollment in graduate and professional programs in accordance with state and national needs.

Public Higher Education Graduate and Professional School Enrollment by Field of Study (1990-1993)

	1990	1991	1992	1993
Allied Health and Medical	2,198	2,362	2,586	2,730
Business	2,036	2,180	2,181	2,304
Computer Science and Engineering	1,755	1,782	1,855	1,879
Education	4,191	4,104	4,315	4,627
Law	901	879	870	897
Mathematics and Science	1,231	1,267	1,314	1,392
Other	7,145	7,362	7,862	8,343
Total	19,457	20,105	20,835	22,172

10. A statewide technology network in place to serve the teaching, learning, and management needs of schools, institutions, and state agencies.

A plan for the Tennessee Education Network (TEN) and for 21st century classrooms has been developed by the State Department of Education. This is the plan's projected implementation schedule:

Management Information System:

• Select TEN teams	Fall 1992
• Preliminary certification of software vendor	January 1993
• TEN Pilots implemented (2-3 sites)	March/April 1993
• Regional Data Conference	January 1993
• Roll-out of Student Information System and Develop Reporting Mechanisms	July 1994
• Roll-out Implementation of TEN to begin	July 1993
• Major feedback of Data occurring through TEN	Spring 1994

Tennessee Education Network (TEN) Automation:

• Student Management	Pilot 1992-93, roll out 1993-94
• Performance Management	Pilot 1992-93, roll out 1993-94
• Financial Management	Pilot 1994-95, roll out 1995-96

• Personnel/Payroll	Pilot 1994-95, roll out 1995-96
• Pupil Transportation	Pilot 1995-96, roll out 1996-97
• School Food Service	Pilot 1995-96, roll out 1996-97
• Facilities/Supplies	To be developed, roll out to be determined
• Library Management	Pilot 1997-98, roll out 1998-99
• Textbook Inventory	To be developed, roll out to be determined
• SBE Rules and Regulations	To run on electronic mail background as developed throughout implementation plan
• Project and Program Management	Pilot 1996-97, roll out 1997-98
• Office Automation	To be developed throughout implementation plan
• Telecommunications & Data	To be developed throughout communication implementation plan

21st Century Classrooms (over next 8-10 years):

- Regional Resource Center (3 centers initially, 8 within 2 years)
- Implement Pilot Schools/Classrooms
- Implement 21st Century teams (initial focus on grades K-3)
- Teacher Technology Training Programs

11. Increase the use of state-of-the-art technology and effective instructional strategies in every public school and college classroom. Supported with a comprehensive professional development system for faculty and administrators.

21st Century Classroom Technology: Grades K-12

A 1993-94 funding appropriation of $67 million was specially directed to support the creation of 21st century classrooms and the development of a statewide MIS.

Support for Instructional and Research Technology
Public Higher Education Institutions
(1991-1994)

Year	Amount
1990-91	$6.1 million
1991-92	$0
1992-93	$7.4 million
1993-94	$0

Professional Development

Although a number of staff training efforts for K-12 personnel are in place, a comprehensive professional development system at the state, school, and institution level is needed. Additional professional development funding and planning is needed to support effective instructional practices and expand the use of technology by both preK-12 and college faculty and administrators.

The State Department of Education developed the following professional development activities for K-12 teachers and administrators during 1992-93:

- Multi-age elementary workshops
- K-12 mathematics summer workshop
- Tennessee Arts Academy
- Tennessee Educational Technology Conference
- Governor's Academy for Teachers of Writing
- Governor's Academy for Teachers of Foreign Language
- Special Education Institutes
- Vocational Education Summer Conference
- Skills Enhancement: The Teaching Process
- Skills Enhancement: Cooperative Learning
- Positive Attitudes in Tennessee Schools
- Partnerships to Assist School Success (for minority teacher recruitment)
- Tennessee Academy for Principals-Administrators
- Tennessee Executive Development Program for Public School Leaders
- School Board Training Academy

Dwight D. Eisenhower Mathematics and Science Program
K-12 Teacher Training
(1991-1994)

	1990-91	1991-92	1992-93	1993-94
K-12 Funding	$1,680,906	$2,700,000	$3,177,976	$3,597,264
School System Projects	139	139	139	139
Higher Education Funding	$591,429	$951,521	$1,118,176	$1,225,362
Higher Education Projects	22	32	45	45

12. Decrease the retention rate of elementary students.

Students Retained
(1986-1993, %)

	1985-86	1989-90	1990-91	1991-92	1992-93
Grades K-8	6.0	4.7	4.4	4.2	3.9

Promotion Rates by Grade Level
(1992-1993)

Grade	1991-92	1992-93
Kindergarten	96.8	96.3
First	93.1	93.2
Second	97.4	97.6
Third	98.1	98.2
Fourth	97.8	98.5
Fifth	97.5	97.9
Sixth	97.1	97.5
Seventh	91.2	91.6
Eighth	93.7	94.0
Average, K-8	95.8	96.1

13. Increase to 100% the four-year old at-risk children and their families enrolled in Head Start programs.

Four-Year-Old At-Risk Children (Estimates)
(1993)

	Number
Four-Year-Old At-Risk Children*	16,600
Enrolled in Head Start	9,585
Remaining to be served	7,015

* Students on free or reduced lunch

14. Increase the achievement levels of students on both the Tennessee Comprehensive Assessment Program (TCAP) and the TCAP Proficiency Test.

Student Performance on TCAP

In the four administrations of the TCAP Achievement Test, Tennessee students as a group have scored at or above the 50th percentile on 98% of the norm referenced subtests in reading, language, math, science, and social studies. Mastery of the Tennessee curriculum in mathematics and language, as measured by the criterion portion of the test, is especially high in second and third grades and varies somewhat in grades 4 through 8. For a complete discussion of the TCAP scores, see the *1994 Annual Report on Student, Teacher, and School Performance.*

Percent of Ninth Grade Students Passing Both the Mathematics and Language Arts Parts of the TCAP Proficiency Test (1990-1993)

Year	Percent
1989-90	78
1990-91	83
1991-92	78
1992-93	77

In 1993, the Tennessee Valued-Added Assessment System (TVAAS), a new concept in measuring student achievement over time, was initiated. Using TCAP test results, the value-added assessment measures the progress or academic growth made each year by students in grades 3-8.

Schools Exceeding National Norm Gains for the TVAAS (1993, %)

	1993
Language	62.8
Reading	51.2
Social Studies	35.5
Mathematics	32.0
Science	31.4

15. Increase the percentage of high school graduates completing the ACT core curriculum.

Tennessee Students Completing the ACT Core Curriculum
(1990-1993)

	1990	1991	1992	1993
Students taking ACT Core	30,423	30,210	31,245	31,064
% Students Completing Core Curriculum	36	39	40	43

16. Increase the average ACT scores of Tennessee high school graduates.

Average ACT Scores
(1990-1993)

Content Area	1990	1991	1992	1993
English	20.5	20.2	20.2	20.1
Mathematics	19.1	19.1	19.3	19.4
Reading	N/A	20.8	20.8	20.7
Science Reasoning	N/A	19.9	19.9	20.0
Composite	20.1	20.1	20.2	20.2

Average ACT Composite For First-Time Freshmen
Public Higher Education Institutions
(1990-1992)

	1990	1991	1992
Overall	19.94	19.71	19.92
Two-Year Institutions	18.02	17.80	17.89
Universities	21.28	21.26	21.37

17. Increase the number of high school students who complete advanced placement examinations and score 3 or above.

Advanced Placement Candidates
(1991-1993)

	1991	1992	1993
Students Taking Exams	5,578	5,571	6,104
Exams Taken	8,055	8,475	9,092
Number of Exams With Scores of 3 to 5	5,107	5,650	6,001
% Tenn. Exams with Score of 3 to 5	63.4	67.0	66.0
% National Exams with Score of 3 to 5	64.1	66.0	64.0

18. Increase the number of successful graduates from Tennessee teacher education programs.

Students Successfully Completing Tennessee Teacher Education Programs
(1990-1993)

Year	Graduates
1989-90	2,466
1990-91	2,429
1991-92	2,862
1992-93	2,848

19. Increase the test performance and evaluation results of teacher candidates and beginning teachers.

NTE Examination Results of Teacher Candidates
(1989-1993)

Year	% Passing Core Battery
1988-89	95
1989-90	96
1990-91	95
1991-92	93
1992-93	92

Teacher candidates are also required to attain passing scores on specialty area tests in one or more of 29 endorsement areas. Tests have been validated and approved for use in 13 additional areas of endo: ·ment.

20. Increase the percentage of minority candidates entering the teaching profession.

Percent African-American Teachers in Public Schools (1988-1993)

	1988-89	1989-90	1990-91	1991-92	1992-93
First Time Licensed Teachers	7.8	7.0	6.6	6.3	7.7
Newly Hired Teachers	8.0	7.5	7.3	7.6	8.1
Total Teachers	N/A	N/A	10.9	11.2	11.1
Black Students in Schools	N/A	N/A	22.5	22.5	22.6

21. Increase the number of adults served in adult literacy programs and who progress from one level of literacy to another.

Adult Literacy Programs: Enrollment and Completion (Estimates) (1990-1993)

	1989-90	1990-91	1991-92	1992-93
Total Enrollment	41,721	49,556	58,896	57,310
Complete Basic Literacy Programs Skills up to Grade 6	1,835	1,471	5,224	5,279
Complete Basic Education Level Two Skills up to Grade 9	3,089	5,491	6,767	5,646
Complete GED Skills up to Grade 12	432	2,719	3,257	5,795

22. Increase the number of school/business/community partnerships.

Public School Partnership ProgramsWith Businesses and Communities (1989-1993)

	1989	1990	1991	1992	1993
School Systems with Organized Programs (est.)	70%	75%	80%	85%	87%
Governor's A+ Awards (Community Commitment to Excellence in Education)	12	27	38	49	52

23. Increase school-based decision making in public schools.

Major Policies and Legislation Affecting School-Based Decision Making

November 1990: *Master Plan for Tennessee Schools: Preparing for the 21st Century* adopted by State Board of Education encourages school-based decision making as an important improvement strategy for local schools. November 1991, 1992 and 1993 Master Plan updates encourage this strategy.

July 1991: Board revises its *Rules, Regulations, and Minimum Standards* to reduce state level requirements and provide additional flexibility to local school systems.

November 1991: *Policy for the Principal in Tennessee Schools* adopted by Board to improve selection, preparation, licensure, and professional development of principals with additional focus on performance and student/school outcomes.

March 1992: Education Improvement Act of 1991 adopted by the General Assembly allows school systems to establish school-based decision making, provides appointed superintendents and principals new authority, and authorizes alternative education programs and break-the-mold schools.

July 1992: *Policy for Professional Development in Tennessee Schools* adopted by Board encourages expanded school level planning and staff development focused on school level priorities and improvements.

March 1993: Board approves annual training plans of the State Department of Education for the Tennessee Executive Development Program for school leaders and the Tennessee School Board Training Academy which give additional attention to training of local school leaders in the school-based decision making process.

24. Adequate and sustained funding levels for preK-12 and higher education.

State Funding Levels for Public Education
(Operating and Capital; billion dollars)
(1991-1994)

	1990-91	1991-92	1992-93	1993-94
K-12 State Funding	$1.41	$1.32	$1.55	$1.76
Higher Education State Funding	$ .77	$ .68	$ .85	$ .88

25. Increase university research, including applied research, which contributes to economic growth.

Research Expenditures in Public Universities
(Non-State-Appropriated; million dollars)
(1990-1993)

	1989-90	1990-91	1991-92	1992-93
Expenditures	$87.1	$93.6	$100.4	$111.4
Adjusted for Inflation	$84.2	$87.4	$87.3	$104.2

26. Increase private gifts and grants to public colleges and universities.

Private Gifts, Grants, and Contracts
To Public Higher Education Institutions
(1990-93; million dollars)

	1989-90	1990-91	1991-92	1992-93
Actual Receipts	$62.9	$69.0	$72.4	$81.7
Adjusted for Inflation	$62.9	$69.0	$69.7	$76.4

THE FUTURE

State governing and coordinating boards have the responsibility to anticipate and plan for the future. Of the 26 goals identified, the Board and the Commission view the following five goals as central to sustained progress. State and local policy makers should give particular attention to these goals in 1994:

- Adequate and sustained funding levels for preK-12 and higher education to serve Tennessee's student population.
- A statewide technology network to serve the teaching, learning, and management needs of schools, institutions, and state agencies.
- Increase the use of state-of-the-art technology and effective instructional practices in every public school and college classroom, supported by a comprehensive professional development system for preK-12 and higher education faculty and administrators.
- Increase to 100% the number of four-year old at-risk children and their families enrolled in comprehensive early childhood education and parent involvement programs.
- Increase university research, including applied research, which contributes to the state's community development and economic growth.

Adequate and Sustained Funding Levels:

The Board and the Commission have developed and adopted comprehensive funding formulas based upon annually assessed needs and documented costs. When fully funded the formulas will provide adequate financial support for schools and higher education institutions to provide continuous, high quality, educational experiences for all students. Adoption of the Basic Education Program (BEP) funding formula as part of the Education Improvement Act (EIA) and new local governance and accountability provisions provide an important first step. The full funding of both preK-12 and higher education formulas and initiatives is fundamental to accomplishing all the goals of the master plans. In 1994 we must recommit to finding the tax resources necessary to support our educational plans.

Statewide Technology Network:

A statewide technology network is essential to learning and the daily operation of schools and institutions. Tennessee can ill afford to perpetuate a classroom learning environment designed for the 19th century when its citizens must work and compete in a global marketplace dominated by technological innovation and instantaneous movement of information.

State of the Art Technology and Effective Instructional Practices:

State-of-the-art classroom technology must be complimented by state-of-the-art instructional practices. Modern technology can provide students and teachers access to current curriculum materials and resource information. The presentation of the curriculum content - through modern technology or direct student/teacher interaction - requires the use of effective instructional practices such as multiage or nongraded classrooms and schools, cooperative learning, whole language, hands-on mathematics and science, and peer tutoring.

The use of technology and effective instructional techniques must be supported by a comprehensive professional development program which provides faculty and administrators with the opportunities and resources to learn new information and techniques. Funds to initiate additional staff training and development activities for both K-12 and higher education are needed. These efforts should begin in 1994 and support the phase-in implementation of the overall education reform plan in the next few years.

Early Childhood Education and Parent Involvement:

We must commit ourselves to educating all our children. Extensive research and experience during the past 30 years demonstrates that high quality early childhood education programs for at-risk children result in greatly improved academic achievement and substantial reduction in state expenditures for social support programs when the students mature. The Board has adopted a policy, developed in cooperation with the State Department of Education, for early childhood education and parent involvement in Tennessee. The policy contains a plan of action to enroll 100% of the four-year old at-risk children and their families in comprehensive programs funded by federal Head Start or by the state. A commitment to provide the state funding (in combination with increased federal funding) over the next several years is needed in 1994. Additional attention and commitment by the state to the needs of at-risk children prenatal through three-years old must also be given full consideration in the funding priorities of the state.

University Research and Economic Development:

The public education system and the economy of Tennessee will not improve and flourish without an effective research component. Business and industry, as well as schools and higher education institutions, can only develop and improve services and products if there is a strong commitment to conducting research and obtaining resources which support both experimental and applied research.

APPENDICES

APPENDIX A
REQUIREMENTS FOR THE ANNUAL JOINT REPORT

The annual joint report, *Working Together for Excellence*, complies with the requirements established in the Public Education Governance Reform Act (PEGRA) of 1984 (TCA 49-1-302).

PEGRA directs the State Board of Education and the Tennessee Higher Education Commission to provide a report to the Governor and the General Assembly, all public schools, and institutions of higher learning and their respective boards. The report is to be submitted no later than February first of each year and is to include, but is not limited to:

A. The extent of duplication in elementary-secondary and postsecondary education,

The respective master plans of the State Board of Education and the Tennessee Higher Education Commission are results oriented. The measurements of learning at each level of the education system precludes unnecessary duplication.

B. The extent of compatibility in high school graduation requirements and admission requirements of postsecondary institutions,

The high school graduation requirements and the requirements for admission to public colleges and universities are complimentary. Some high school graduation requirements (like wellness) are not requirements for admission to higher education. Some requirements for higher education admission (two units of a foreign language and one unit of fine arts) are required for students enrolled in the university path, but not for students enrolled in the technical path.

C. The extent to which respective master plans of the State Board of Education and the Tennessee Higher Education Commission are being fulfilled.

This report contains achievements in both elementary-secondary and higher education with respect to the master plans, and the two master plans are closely related.

D. The extent to which state needs in public education are being met as determined by such Board and Commission.

This report contains information about the state's needs for education, progress that has been made, and goals for achievement over the next decade.

APPENDIX B
STATE BOARD OF EDUCATION
TENNESSEE HIGH SCHOOL GRADUATION REQUIREMENTS

1993-94

Courses	Units
English Language Arts	4
Mathematics	3
Science	2
American History	1
Economics	1/2
Government	1/2
Physical Education	1
Health Education	1/2
Additional unit in math, science, or social studies	1/2
Electives	7
Total	20

1994-95*

Core Curriculum	Units
English Language Arts	4
Mathematics	3
Science	3
Social Studies	3
Wellness	1
Total	14

University Path		Technical Path	
Foreign Language	2	Program of study focusing on a particular technical area	4
Fine Arts	1	Electives	2
Electives	3	Total	6
Total	6		

* All students entering high school as freshmen in 1994-95 must complete the core curriculum and courses in either the university path or the technical path.

APPENDIX C
TENNESSEE BOARD OF REGENTS INSTITUTIONS AND THE UNIVERSITY OF TENNESSEE INSTITUTIONS MINIMUM HIGH SCHOOL COURSE REQUIREMENTS FOR REGULAR UNDERGRADUATE ADMISSION

Subject Area and Units	High School Courses Fulfilling Requirements	
English 4 units required	English I, II, III, IV	
Algebra I and II 2 units required	Algebra I, Algebra II	
Advanced Mathematics 1 unit of geometry or an advanced course with geometry as a significant component required	Unified Geometry Trigonometry Advanced Math Survey Calculus	Analytical Geometry Probability & Statistics Advanced Algebra
Natural/Physical Sciences 2 units required; 1 must be a laboratory course in biology, chemistry, or physics	Biology I, II Chemistry I, II Physics Physiology Ecology & Conservation of Natural Resources	Principles of Technology General Science Physical Science General Science 1-A Geology
U.S. History 1 unit required	U.S. History	
Social Studies 1 unit required	World History Ancient History Modern History	World Geography European History
Foreign Language 2 units in same language	Latin French Spanish German	American Sign Language Japanese Russian
Visual/Performing Arts 1 unit required (beginning Fall 1993)	Theater Arts Visual Arts Music Theory Music History	Vocal Music Instrumental Music Art History General Music

APPENDIX D
STATE BOARD OF EDUCATION
MASTER PLAN FOR TENNESSEE SCHOOLS: PREPARING FOR THE 21ST CENTURY

Mission: To ensure that Tennessee schools are among the best in the nation

Goals for the Eight Key Result Areas:

Early Childhood Education

Goal: All Children will begin school ready to learn.

Primary and Middle Grades Education

Goal: All children will complete the primary grades able to read, write, and solve mathematical problems effectively and will complete the middle grades able to learn independently and demonstrate competency in challenging subject matter.

High School Education

Goal: At least 90 percent of all students will complete high school and will be prepared for college-level work, postsecondary technical education, or employment.

Technology

Goal: State-of-the-art technology will be used to transform instruction and learning in all schools, provide professional development, manage schools and school systems, and link all schools in a statewide information network.

Professional Development and Teacher Education

Goal: The teaching profession will attract and retain well qualified individuals who complete strong professional preparation programs and continue to grow professionally.

Accountability

Goal: State and local education policies will be focused on results; Tennessee will have assessment and management information systems that provide information on students, schools, and school systems to improve learning and assist policy making.

School Leadership and School-Based Decision Making

Goal: Leaders of schools and school systems will be well prepared and will accept responsibility for improved performance of schools and school systems.

Funding

Goal: The Basic Education Program will be fully funded to ensure adequate and equitable support for Tennessee schools.

APPENDIX E
STATE BOARD OF EDUCATION
PERFORMANCE GOALS AND STANDARDS FOR TENNESSEE SCHOOL SYSTEMS

Goals to be achieved by each school system by the year 2000:

Goal I - Academic Gain

An average gain in reading, language, mathematics, science and social studies at each grade in grades 3 through 8 that is equal to or greater than the average national gain as measured by scale scores (plus or minus two standard errors of measurement) on the TCAP norm referenced tests.

Goal II - Promotion

An overall average student promotion rate of at least 97% in grades K-8.

Goal III - Proficiency

Student mastery of competencies in mathematics and language arts as measured by the TCAP Proficiency Test. The goal using the current test is 90% success in language arts and in mathematics for students in grade 9.

Goal IV - Graduation

A drop out rate of no more than 10% for grades 9 through 12.

Goal V - Attendance

An overall average attendance rate of a least 95% for students in grades K-6 and 93% for students in grades 7-12.

APPENDIX F
TENNESSEE HIGHER EDUCATION COMMISSION
TENNESSEE CHALLENGE 2000

A. **By the year 2000, Tennessee will be among the leading Southern states in providing college education to its citizens.**

- The combined headcount undergraduate enrollment of public higher education institutions in Tennessee will be over 206,000 students.
- 50% of recent high school graduates will enroll in public higher education institutions in Tennessee.
- Graduate and professional school enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.
- Headcount enrollment in area vocational/technical schools will reach 24,000 students per year.
- Enrollment of students over the age of 25 in public universities and colleges in Tennessee will increase to 50%.
- Public universities in Tennessee will graduate at least 51% of students within six years of enrollment.
- Two-year institutions in Tennessee will graduate at least 25% of students within six years of enrollment.
- 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.
- The racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.
- Rates of persistence to graduation will be the same for blacks as for other racial groups.

B. **By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.**

- The average ACT COMP scores of graduates of Tennessee's public universities will average 188.5.
- Passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.
- 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.
- Rates of transfer from public community colleges to state universities in Tennessee will be the same for blacks as for other racial groups.
- A Superior Teaching Program will be fully funded and implemented across the state.
- Cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.

C. **By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.**

- 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number 396 (22%) will be black.
- 95% of teacher education programs in Tennessee's public universities will pass the NTE or an equivalent examination on the first attempt.

D. **By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.**

- Expenditures on research from restricted accounts at universities will reach $230 million by the year 2000.
- Expenditures on public service from restricted accounts at universities will reach $43 million by the year 2000.

E. **By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.**

- Faculty salaries at Tennessee public higher education institutions will be above those of their peers in other states.

F. **By the year 2000, Tennessee's higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of Tennessee Challenge 2000.**

- Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.

- Annual private contributions to Tennessee public higher education will be $140 million.

APPENDIX G
TENNESSEE HIGHER EDUCATION COMMISSION
MASTER PLAN FOR HIGHER EDUCATION: HIGHER EDUCATION SERVING TENNESSEE

Executive Summary

Through strategic planning, Tennessee higher education is combining educational policy and planning with financial administration. This plan represents a blue print for Tennessee higher education as, together, we prepare for the year 2000.

As we enter the next century, out state's population will be only slightly larger but will be older. Most of the jobs available to our citizenry will require not only the best elementary and secondary education but also postsecondary training.

Recognizing the urgency that Tennessee can and should be a leader in educational and economic achievement, representatives of the two higher education governing boards and the state coordinating board met during the past year to project goals and objectives for Tennessee higher education.

Within this strategic plan, higher education proposes to serve Tennessee's student population; serve the schools of Tennessee; help Tennessee realize its economic potential; continue and expand quality initiatives; improve institutional efficiency; and use technology to serve Tennessee.

SERVING STUDENTS

In spite of abrupt increases in higher education enrollments during recent years, the educational needs of the state are far from being met. In terms of the percentage of persons age 25 or older who have completed 4 or more years of college, Tennessee with 12.6% is significantly below the national average of 16.2% and the SREB average of 14.5%.

Tennessee must become a leader in attracting jobs and serving its work force needs. It is predicted that the nation, and especially the South, will experience severe work force deficiencies during the next decade and into the next century. Tennessee can resist that trend by raising the educational and job skill levels of its work force and by ensuring that such improvement responds to the needs of both urban and rural areas.

The resources of higher education within the state--private and public colleges and universities must be brought to bear on this issue. The Fall 1990 public higher education enrollment in Tennessee was approximately 180,000 students. An increase of 70,000 students by the year 2000,

thus raising enrollment to 250,000, would move the state to a competitive level in the south and nation with respect to the needs of an educated work force.

SERVING SCHOOLS

In Tennessee we must view the relationship between K-12 and higher education as a mutually dependent continuum. Success at any one level of education depends on good performance at all levels. Higher Education has a responsibility to serve and support K-12 as its partner in improving all of education.

HELPING TENNESSEE ECONOMICALLY

Tennessee's competitiveness can be improved and sustained only if it builds and maintains high quality educational programs and provides access to them for students from kindergarten through advanced graduate programs. Further, the sustained attractiveness and well being of the state will require that higher education contributes to high quality health care, implementation of new technologies, and continued cultural and social growth of the state.

IMPROVING QUALITY

To improve quality of universities and colleges, the plan recommends new Chairs of Excellence and professorships for outstanding teachers and improvements to faculty salaries.

IMPROVING EFFICIENCY

It is obvious that in order to meet the needs of the citizens of Tennessee, higher education institutions must operate in as effective and efficient a manner as possible. Great care must be taken to ensure that the maximum effect is achieved from any appropriation of new funding into the higher education system. Administrative cost savings should be reinvested into making the instructional programs more effective.

The coordinating and governing boards should ensure that strategic planning, outcomes assessment, program review, and executive accountability are effective and properly supported. Higher education should expand its emphasis on assessment of student learning and on evaluation of institutions fulfilling their missions as part of the strategic planning process. Personnel should be well compensated, appropriately supported, and all programs thoroughly evaluated.

USING TECHNOLOGY

Higher education should participate as a partner with the state in the planning and development of a state telecommunications system and should continue to upgrade the technological capabilities of all institutions to improve the delivery of services to the state.

The higher education community believes that the implementation of recommendations contained in the report, Higher Education Serving Tennessee, will assure that the quality of higher education will improve markedly, that Tennessee will be a leader among the other states, and that the citizens of Tennessee will be well served by their colleges and universities.

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